

**VSBE**

**Date: Aug. 11, 2020**

**Item: NVU-J Full Program Review ROPA Report**

**ITEM:** Shall the VSBE accept the report of the ROPA review team and grant full approval to all NVU-Johnson programs listed below, with the exception of the School Counseling Program, which is recommended for Two-Year Conditional Approval?

**AGENCY RECOMMENDED ACTION:**

**That the VSBE accept the report of the ROPA review team and grant full approval to all NVU-Johnson programs listed below, with the exception of the School Counseling Program, which is recommended for Two-Year Conditional Approval?**

**BACKGROUND:** The VSBE approved a team to review NVU-Johnson. The team had an in-person training and calibration session the week before the Covid-19 shut-down. The review was postponed due to the pandemic and then again due to the recommendation from the VSC Chancellor to close NVU. Once NVU was granted a reprieve, the Licensure Officer there indicated their desire to go forward with the review. The team did lose one member, but still consisted of five people, which was adequate to complete the review.

**SUPPORTING DOCUMENTS:**

NVU-J ROPA Report

## ROPA Visit Report

Northern Vermont University - Johnson

June 9-12, 2020

The Vermont Standards Board for Professional Educators (VSBPE) authorized a Review Team to conduct an on-site review of NVU-Johnson on April 23-24, 2020. Due to the Covid-19 pandemic, the review was postponed to June 9-12 and was conducted via Zoom meetings. Members of the Review Team were John Stroup, Chairperson Education Faculty at Champlain College; Lauren Conti, School Counselor; Brian Carroll, Special Education Director, Bernie Cleland, member of the VSBPE; and Ellen Cairns, AOE ROPA Coordinator.

The ROPA Review Team wishes to thank all of the members of the NVU-J Education Department as well as David Hutchinson and Michelle Rauch from the School Counseling Program. We also appreciate the time and candor of the NVU administration, content-area faculty, alumni, current candidates, student teacher supervisors, cooperating teachers, and hiring principals who spoke with us about these programs. We especially would like to thank and recognize Hannah Miller, NVU-J Licensure Officer, for the comprehensive and easy-to-use Institutional Portfolio she compiled, as well as her responsiveness to our questions and requests during the days of the review.

**Summary:** The team recommends ongoing full approval for all existing programs in the Teacher Education department (see chart, below) and two-year conditional approval for the School Counseling program. Overall, we were very impressed by many facets of NVU-Johnson's programs, which is reflected in several ratings of exemplary evidence in the report below. The recommendation for the School Counseling program is largely a reflection of faculty turn-over and limited resources. The rating reflects the evidence, not necessarily the quality of the program, and as stated in the exit meeting, given the choice of where to put their time and attention, we understand the decision made by the School Counseling faculty to focus on their candidates at the risk of not being able to take the time to compile evidence for this review.

It should be noted that the ratings are consistent for all programs except for School Counseling across almost all indicators, as all candidates take the same core courses, from which much of the evidence came.

When there is no evidence for an indicator that was acquired through interviews, we removed that heading from the indicator. This generally indicates that the evidence in the IP was sufficient and/or we did not have a chance to ask about that topic in the interview(s).

Acronyms Used: IP - Institutional Portfolio VLP - Vermont Licensure Portfolio U - Undergraduate-level programs P - Post Bac-level programs

ME - Minimal Evidence, PE - Partial, SE- Satisfactory, EE - Exemplary

To receive Full Approval, a program must receive a rating of Satisfactory in at least three of the four standards.

<b>Program</b>	<b>Approval Recommendation</b>
Art (Undergraduate, Postbac)	Full approval
Dance (Undergraduate, Postbac)	Full approval
Elementary (Undergraduate, Postbac)	Full approval
English (Undergraduate, Postbac)	Full approval
Mathematics (Undergraduate, Postbac)	Full approval
Middle Grades (English, Math, Science, SS, all Postbac only)	Full approval
Music (Undergraduate, Postbac)	Full approval
Physical Education (being taught out, Undergraduate only)	Full approval
School Counselor (Graduate only)	Two-Year Conditional Approval
Science (Undergraduate, Postbac)	Full approval
Social Studies (Undergraduate, Postbac)	Full approval
Special Education (K-8, Undergraduate, Postbac, K-Age 21, Postbac only)	Full approval
Theater Arts (Undergraduate, Postbac)	Full approval

**ROPA Approval Standards Summary - Education Department Programs**

<b>Standard</b>	<b>Title</b>	<b>Rating</b>
<b>1</b>	Content Knowledge, Pedagogy, and Professional Dispositions	<b>Satisfactory Evidence</b>
<b>2</b>	Systems of Assessment	<b>Satisfactory Evidence</b>
<b>3</b>	Field Experiences	<b>Satisfactory Evidence</b>
<b>4</b>	Resources and Practices	<b>Exemplary Evidence</b>

**ROPA Approval Standards Summary - School Counseling Program**

<b>Standard</b>	<b>Title</b>	<b>Rating</b>
<b>1</b>	Content Knowledge, Pedagogy, and Professional Dispositions	<b>Satisfactory Evidence</b>
<b>2</b>	Systems of Assessment	<b>Partial Evidence</b>
<b>3</b>	Field Experiences	<b>Partial Evidence</b>
<b>4</b>	Resources and Practices	<b>Exemplary Evidence</b>

**Standard 1: Content Knowledge, Pedagogy, and Professional Dispositions**

Provider ensures that candidates have the necessary content and pedagogical knowledge to help all students learn and to create learning experiences that make the discipline accessible and meaningful for learners.

Indicators	Evidence	Rating
<p><b>1.1</b> – Candidates understand the central concepts, tools of inquiry, and structures of the discipline(s) they are planning to teach.</p>	<p><b>For Teacher Education Programs:</b></p> <p><b>From the IP:</b></p> <p>Curriculum maps, course sequences, syllabi, VLP Crosswalks, VLP samples</p> <p>Candidates must pass Praxis II prior to Student Teaching (S.T. Handbook)</p> <p>During Practicum II and Student Teaching, cooperating teachers complete evaluation forms that contain sections that assess content knowledge and preparedness to teach as well as PSDA forms.</p> <p>Candidates are interviewed prior to practica and student teaching for all EDU programs</p> <p>Surveys of employers - just started recently so only one year of data.</p> <p>Art, Dance, Music, Theater, PE- evidence is curriculum maps, syllabi. The UA candidates take the same core sequence of EDU courses as other programs plus their content courses.</p> <p>Content requirements met through transcript review of undergraduate coursework for the postbac candidates; the undergrads would take the required course sequence for the major.</p> <p><b>From Interviews:</b></p> <p>All stated feeling knowledgeable in their field of study from both coursework and field experiences. Alum hold teaching positions and felt very prepared to teach in their content area [history, ss, art].</p>	<p>Art - SE</p> <p>Dance - SE</p> <p>EIEd/SPED - SE</p> <p>MG (U &amp; P) - SE</p> <p>Music - SE</p> <p>PE - SE</p> <p>S.C. - PE</p> <p>Secondary (U &amp; P) - SE</p> <p>SpEd (Postbac) - SE</p> <p>Theater- SE</p>

	<p>Interview with Faculty: Additional courses are added to certain programs if required courses do not meet the Standards. e.g., additional Science class added to EDU required sequence because no engineering course is offered in the Science dept. Additional classes in literacy intervention and Young Adult literature are required because they aren't offered in the English department. This is evidence of a strong commitment to ensuring that all endorsement competencies are covered.</p> <p>Content-area faculty reported lasting relationships with candidates extending into practicum experiences to enhance content and methods of inquiry in lessons and units of study.</p> <p><b>For School Counseling Program:</b></p> <p><b>From the IP:</b></p> <p>Curriculum maps, course sequences, syllabi, VLP Crosswalks, VLP sample</p> <p><b>From Interviews:</b></p> <p>In both student interviews the graduates were clear that they felt well-educated and were well-versed on the ASCA National Model and that it was integrated into numerous classes and specifically named the Internship Seminar and the Classroom Management course.</p>	
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<p><b>1.2</b> – Candidates use technologies within their discipline(s), apply them appropriately, and guide learners to use technology in a safe and effective way.</p>	<p><b>For Teacher Education Programs:</b></p> <p><b>From the IP:</b></p> <p>VLPs</p> <p>Lesson observation form used by cooperating teachers and field supervisors contains a section on use of technology.</p> <p>Inclusive Childhood Education students are required to take EDU 3215/5021 Educational Technology.</p> <p>Music candidates take MUS-3215 Technology for the Music Classroom.</p> <p>“Middle Grades and Secondary candidates do not take a technology-specific course. It is embedded in methods courses. Use of LMS is also used to model ways that 7-12 grades environments are using LMS’s to provide new knowledge through video and podcast sharing, for students to collaborate on assignments, for students to reflect on their progress related to proficiencies, and for teachers to share feedback on assignments. For example, in EDU 3140/5026 Partnering with the Adolescent Learner students focus on using technology to support reflection and documentation of proficiencies. Students also use collaborative tools to co-create and provide digital feedback to each other on assignments. In EDU 4310/6021 Implementing Content Specific Methods students create websites where they document their individual learning related to endorsement standards and their pedagogical learning through the analysis of teaching videos, and practicum blogs. In addition, students are exposed to educational tools such as Nearpod and Flipgrid...”</p> <p><b>From Interviews:</b></p> <p>The Center for Teaching and Learning is available for professional learning for faculty and has resources for online teaching, which has been helpful for faculty to share with their candidates in field placements.</p> <p>Graduate stated that some use of technology was embedded in some of their classes, but did not have experience with learning management programs. Most learned this from their cooperating teacher or in their current teaching position from colleagues. A</p>	<p>Art - PE</p> <p>Dance - PE</p> <p>EIEd/SPED- SE</p> <p>MG - PE</p> <p>Music - SE</p> <p>PE- PE</p> <p>S.C. - PE</p> <p>Secondary -PE</p> <p>SpEd - PE</p> <p>Theater- PE</p>
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tech class is offered, but not required in all programs; the students who took the course feel much more confident with using tech in the classroom.

The evidence in the general ed courses is stronger on the use of technology but not on teaching others to use it safely and effectively.

**For School Counseling Program:**

**From the IP:**

CSL 6030 Curriculum and Classroom Management which states “ A variety of technology tools will be presented and used during the week.”

**From Interviews:**

During an interview the student indicated that they felt that they learned about and used different forms of technology. The student also shared that with the transition to remote learning that they felt very comfortable using different forms of technology.

During the faculty interview it was shared that the new full-time school counseling faculty who will be joining August 1 has a background in integrating technology and is part of an organization that focuses on women and technology and they are looking forward to seeing where this will go.



<p><b>1.3</b> – Candidates have the necessary pedagogical knowledge in their endorsement area to design and implement learning experiences that are research-based and promote each learner’s achievement of content.</p>	<p><b>For Teacher Education Programs:</b></p> <p><b>From IP:</b></p> <p>Candidates get three separate field experiences in which to design and implement learning experiences: Practicum I (from the handbook: The duration of the fieldwork experience varies by program. Students in the undergraduate Elementary Education program are in classrooms for approximately 60 hours over the semester. Students in the graduate Elementary Education Program and the Secondary, Middle, and Unified Arts programs are in the classroom for a specific number of hours, which varies by program.).</p> <p>Inclusive Childhood Education Field experiences, per the handbook:</p> <p>In addition to numerous general fieldwork hours, students in this program participate in the following supervised instructional experiences:</p> <ol style="list-style-type: none"> <li>1. Practicum Ia Literacy Practicum in the primary grades (60 hrs)</li> <li>2. Practicum Ib Numeracy Practicum in the upper grades (60 hrs)</li> <li>3. Practicum II Student Teaching I: Internship in Inclusive Education, combining General Ed. &amp; Special Ed. experiences</li> <li>4. Student Teaching Student Teaching II: Comprehensive Internship in a General Ed. setting with students with special needs</li> </ol> <p>Special ED- EDU 4630- Integrated Elementary Methods</p> <p>POST-BAC- EDU 6730- Special Ed Practices and Procedures</p> <p>Multiple examples of templates and student work that incorporate pedagogical content knowledge</p> <p>EDU 3265/5021 Practicum I (Inclusive Childhood Education) (Lesson Plans Part 1; Example Lesson Plan; pp. 3-5)</p> <p>EDU 4630/6011 Practicum II (Inclusive Childhood Education) (Unit Plan Part 1 &amp; 2; Example Unit Plan)</p>	<p>Art - SE</p> <p>Dance - SE</p> <p>EIEd/SPED - SE</p> <p>MG - SE</p> <p>Music - SE</p> <p>PE - SE</p> <p>S.C. - SE</p> <p>Secondary - SE</p> <p>SpEd (P)- SE</p> <p>Theater - SE</p>
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Unified Arts evidence is Unit Plan template and Practicum I and II - from Handbook:

Practicum II in Unified Arts is a 60-hour fieldwork experience at either elementary or secondary level over the course of one semester. (Note: Unified Arts students' Practicum II and Student Teaching placements will be at opposite levels.)

Samples of VLPs

**From Interviews:**

All three graduates felt very prepared as first year teachers; in particular, understanding the UDL and proficiency-based learning allowed them to feel like they were meeting the needs of all students.

Recent grads spoke about classes that embedded social justice issues and inclusivity as ways in which their pedagogy will be influenced.

Interviewees stated that they felt a strong foundation in student choice and voice in their learning.

**For School Counseling Program:**

**From IP:**

- CSL 6030 Curriculum and Classroom Management
- CSL 5220 Comprehensive School Counseling

**From Interviews:**

During an interview, a student indicated that they feel well educated about the ASCA National Model and that it was integrated into their course work. Additionally, in relation to evidence-based curriculum a student said they were made "aware that they exist and how to access them."

<p><b>1.4</b> – Candidates understand and use multiple methods of assessment to measure student learning and use results to adjust their instruction to meet learners’ needs.</p>	<p><b>For Teacher Education Programs:</b></p> <p><b>From IP:</b></p> <p>Syllabi, VLP Crosswalk, Student Work Samples, VLPs</p> <p>Capstone Seminar Quantitatively Enriched Assignment in Evaluating Standardized Testing Data - Assignment Template Student Work Samples; meta assessment including one whole course on assessment and student needs (EDU 3025) as well as student work examining standardized tests.</p> <p>EDU 3025 Evaluating Academic Characteristics /EDU 6330 Evaluating Academic Characteristics</p> <p>Practicum Course Syllabi (with assessment assignments)</p> <ul style="list-style-type: none"> <li>○ EDU 3265/5021 Practicum I (CHED) (Lesson Plans part 3 &amp; 5; Example Lesson Plan; pp. 3-5) (outcome)</li> <li>○ EDU 4630/6011 Practicum II (CHED) (Unit Plan Parts 2 &amp; 3; Example Unit Plan, pp. 8-30) (outcome)</li> </ul> <p>Unified Arts: One mention of assessment in syllabus (lesson 5) of Methods 3240; also in 3112/5031-Instructional Dynamics for UA</p> <p>In text used in 4310/6025- An Intro to Student-Involved Assessment for Learning.</p> <p>Proficiency-based assessment is modeled in Practicum I and II courses.</p> <p><b>From Interviews:</b></p> <p>Graduates stated that UDL, proficiency-based learning and understanding the importance of specific, actionable feedback prepared them to meet the needs of their students and helped them to design assessments that met the students where they were in their learning.</p> <p>Inclusive Ed candidate stated that there was little emphasis on how assessments relate to IEPs.</p> <p>Graduates stated that they felt prepared to assess students; they focused on proficiency-based grading and UDL. They received a lot of chances to practice at NVU.</p>	<p>Art - SE</p> <p>Dance - SE</p> <p>EIEd/SPED - SE</p> <p>MG -SE</p> <p>Music - SE</p> <p>PE -SE</p> <p>S.C. - SE</p> <p>Secondary - SE</p> <p>SpEd - SE</p> <p>Theater - SE</p>
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	<p>Cooperating Teacher and Principal stated that the last two student teachers were excellent as far as knowledge of how to use multiple assessments to measure learning; they understood RTI and other assessments.</p> <p>One completer noted there was only one copy of an assessment they needed to study available in the library and access was a challenge.</p> <p><b>For School Counseling Program:</b></p> <p><b>From IP:</b></p> <p>CSL 6332 Evaluation and Measurement CSL 6030 Curriculum and Classroom Management</p> <p>The assessments class includes: Personality inventories, measuring intelligence, interest inventories, interpersonal relationships, assessment of mental health.</p> <p><b>From Interviews:</b></p> <p>When asked about collecting and using data a student shared that the topic was “glazed over but not covered in detail.” In another student interview they cited that it was covered in Jim Calhoun’s Evaluations course.</p> <p>One graduate stated that they wished the program emphasized 504 plans more. They felt they needed more time spent on instructional pedagogy as a counselor- that the program was geared more to mental health counseling with less of a focus on education.</p>	
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<p>1.5 – Candidates understand how learners grow and develop; recognize learner differences in cognitive, linguistic, social, emotional, and physical areas; and design and implement developmentally appropriate and relevant learning experiences.</p>	<p><b>For Teacher Education Programs:</b></p> <p><b>From IP:</b></p> <p>Syllabi, VLP Crosswalk, Lesson plans and unit plans</p> <p>Cohesive and intentional multi-year plan for preparing students to work with diverse learners through NVU-J education core courses and field experiences, which are required of all teacher candidates.</p> <p><b>From Interviews:</b></p> <p>Faculty stated this is covered thoroughly through coursework prior to internship as well as in the varied field experiences.</p> <p>Candidates and graduates spoke knowledgeably about ways to support struggling learners.</p> <p>Interviews with current students, recent grads, and alum all spoke of their ability to work with all learners comfortably, and about UDL as a means of meeting the needs of all students. Coursework on diverse learners was noted as being really helpful. Inclusive Ed candidates seemed especially knowledgeable about these concepts.</p> <p>Principal noted successful candidate preparation for workshop model, social-emotional learning practices, trauma-informed practices, and positive behavior intervention and systems (PBIS).</p> <p><b>For School Counseling Program:</b></p> <p><b>From IP:</b></p> <p>Syllabi for CSL 5211, 6110, 5212, VLP</p> <p><b>From Interviews:</b></p> <p>A graduate indicated that they took a course on working with families and child development and shared that these courses were some of the most important taken in their school counseling curriculum at NVU-J.</p>	<p>Art - EE</p> <p>Dance - EE</p> <p>EIEd/SPED - EE</p> <p>MG - EE</p> <p>Music - EE</p> <p>PE - EE</p> <p>S.C. - EE</p> <p>Secondary- EE</p> <p>SpEd - EE</p> <p>Theater - EE</p>
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	<p>In a faculty interview it was shared that there is a focus on special needs and diverse populations in both the Legal &amp; Ethical Issues and Comprehensive School Counseling course.</p>	
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<p><b>1.6</b> – Candidates understand individual differences, diverse cultures and communities, and create inclusive learning environments enabling all students to learn.</p>	<p><b>For Teacher Education Programs:</b></p> <p><b>From IP:</b></p> <p>Syllabi, especially EDU 2370/6555</p> <p>Practicum II and Student Teacher evaluation forms</p> <p>Student work provided from EDU 2370 Contemporary School, EDU 2365- Ecology of Human Experience.</p> <p><b>From Interviews:</b></p> <p>Social justice, inclusivity, and equity was mentioned by almost all, if not all, interviewees. All felt this emphasis was important and made them both better future educators and better people in general.</p> <p>Faculty noted and were clearly passionate about the campus-wide emphasis on inclusivity, equity, social justice, and community.</p> <p>Mission statement of NVU-J supports this emphasis.</p> <p>Principal noted successful candidate preparation for workshop model, social-emotional learning practices, trauma-informed practices, and positive behavior intervention and systems (PBIS).</p> <p><b>For School Counseling Program:</b></p>	<p>Art - EE</p> <p>Dance - EE</p> <p>EIEd/SPED - EE</p> <p>MG - EE</p> <p>Music - EE</p> <p>PE - EE</p> <p>S.C. - EE</p> <p>Secondary -EE</p> <p>SpEd - EE</p> <p>Theater - EE</p>
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	<p><b>From IP:</b></p> <p>Syllabi, especially CSL 5212, School and Cultural Foundations, and CSL 5220, Comprehensive School Counseling</p> <p><b>From Interviews:</b></p> <p>A recent graduate stated that they felt that this was comprehensively addressed and discussed in all of their courses. The student was especially pleased that there was such a strong emphasis in this area, particularly because Vermont, especially rural Vermont, lacks certain types of diversity.</p> <p>Faculty shared that social and cultural foundations are addressed in all courses</p>	
<p><b>1.7 – Candidates understand and demonstrate professional responsibility that is guided by legal and ethical principles and engage in ongoing professional learning.</b></p>	<p><b>For Teacher Education Programs:</b></p> <p><b>From IP:</b></p> <p>Syllabi, especially EDU 3440: Teaching Toward Democracy and EDU 4640/6730</p> <p>Student work provided in VLP part 3</p> <p>Student handbooks</p> <p><b>From Interviews:</b></p> <p>Special Education candidate stated that they feel comfortable facilitating IEP meetings.</p> <p>A Special Education graduate stated that there is a large legal and ethical focus in special education.</p> <p>One Special Education candidate interviewed stated that they felt unprepared for consulting with classroom teachers.</p> <p>Interviews with placement coordinator and college supervisors indicated specific, focused pre-practicum discussions about</p>	<p>Art - SE</p> <p>Dance - SE</p> <p>EEd/SPED - SE</p> <p>MG - SE</p> <p>Music - SE</p> <p>PE - SE</p> <p>S.C. - SE</p> <p>Secondary - SE</p> <p>SpEd - SE</p> <p>Theater - SE</p>

norms and expectations of the educational environment within which the practicum experience would occur.

Principal interviewed stated that they regard student teachers as first-year teachers and they go through the hiring process and all of the professional learning that their teachers do. Spoke at length of the collaboration with NVU-J to ensure that their candidates were well-prepared for the profession.

Current candidate talked about Democracy course and its attention to ethical practices in areas like selecting properly sourced resources in SPED, etc.

Recent graduate mentioned joining professional organizations.

**For School Counseling Program:**

**From IP:**

Syllabi, VLP

**From interviews:**

A current candidate stated that they learned about the ASCA Ethical Standards.

Faculty shared that a review of ASCA Legal and Ethical standards happens in the first few weeks of Internship.

It was noted that classes contained both school counseling students and mental health students. The student shared that there was more time spent on the Mental Health ethical standards and that the ASCA standards felt "like a minor unit." Additionally, the student shared that the case studies and examples were often more focused on mental health and that there often was not a SC option/alternative.

An interviewee stated that they are required to join professional organizations such as Vermont School Counselor Association (VTSCA).



## Commendations

### Teacher Education Programs:

- Strong emphasis on addressing individual differences in learners
- Strong focus on inclusive practices, with an emphasis throughout programs on equity and social justice
- Strong evidence of effective use of current best practices in pedagogy and assessment, such as UDL and Proficiency-Based teaching and learning
- Intentional program design to ensure coverage of all endorsement competencies.
- High regard for program faculty from content-area faculty and current candidates and graduates.

### School Counseling Program:

- Strong emphasis on individual differences of learners.
- Strong focus on inclusive practices, emphasis throughout programs on equity and social justice.
- Leadership by Michelle Rauch to develop systems for licensure application.
- Interviewees stated that faculty were accessible and responsive.

## Concerns

### Teacher Education Programs:

- Limited evidence for 1.2, especially “guide learners to use technology in a safe and effective way.”

### School Counseling Program:

- No evidence is provided that courses cover program assessment tools, which are essential for developing a comprehensive school counseling program. (endorsement competency 1.2.8)
- No evidence provided that college, career, and post-secondary planning processes are covered. (endorsement competencies 2.1.7, 4.1.6)
- The education of school counselors needs to be further differentiated from mental health clinicians. One example of this is that relevant assessments for school counselors need to be covered,, such as SAT/ACT/AP, SBAC, STAR and other school-based academic assessments that local schools are utilizing.

## Considerations for Further Program Development

### Teacher Education Programs:

- Consider offering greater access to researched-based types of assessments.
- Consider adding more content on a variety of formal assessments in the Special Education courses to cover academic and SEL achievement.
- Consider including more assistive and instructional technologies in methods instruction.

**School Counseling Program:**

- Consider aligning syllabi and/or assignments to ASCA's Standards for Counselor Preparation.
- Consider covering a comprehensive school counseling model in greater depth utilizing ASCA National Model Implementation Guide covering Foundation, Management & Accountability.

**Standard 2: Systems of Assessment**

Provider uses valid and reliable methods to systematically evaluate candidates’ knowledge and performance competencies, to monitor candidates’ progress, and to acquire data that is used in making programmatic improvements.

Indicators	Evidence	Rating
<p>2.1 – Programs use reliable, valid, and continuous assessment measures to evaluate candidates’ knowledge and performance competencies in relation to the Vermont Core Teaching and/or Core Leadership Standards as well as to the endorsement requirements.</p>	<p><b>For Teacher Education Programs:</b></p> <p><b>From IP:</b></p> <p>Curriculum maps and crosswalks show assessment measures by course for each of the endorsement requirements in each area.</p> <p>VLPs, VLP Crosswalk, Syllabi</p> <p>NVU Education Website, NVU Vermont Licensure Portfolio Page, Handbooks</p> <p>Professional Skills and Dispositions Assessment</p> <p>Unified Arts (Art, Music, Dance, Theater, PE) – Postbac candidates meet requirements for content area through transcript review of undergraduate coursework.</p> <p><b>From interviews:</b></p> <p>Faculty and candidates discussed gates for progressing through the program and the conversations about ongoing performance. Confirmed use of spreadsheets for tracking progress.</p> <p><b>For School Counseling Program:</b></p> <p><b>From IP:</b></p> <p>Program- specific curriculum maps are thorough and show clear connection between standards, coursework and learning materials.</p> <p>The program uses multiple modalities of assessment as seen in the portfolio’s practicum interviews and exit protocols.</p>	<p>Art -SE</p> <p>Dance - SE</p> <p>EIEd/SPED - SE</p> <p>MG - SE</p> <p>Music - SE</p> <p>PE - SE</p> <p>S.C. - SE</p> <p>Secondary - SE</p> <p>SpEd - SE</p> <p>Theater - SE</p>

	<p>There is assessment during the interview process before entrance into the program and prior to the start of the practicum experience.</p>	
<p>2.2 – Programs ensure that candidates are knowledgeable about the program’s assessment system, including its policies and criteria for entrance to the program, continuing in the program, entrance to student teaching, and exit from the program.</p>	<p><b>For Education Department Programs:</b></p> <p><b>From IP:</b></p> <p>Teacher Education Workshops (TEWs)</p> <p>Application forms</p> <p>NVU Education Website, NVU Vermont Licensure Portfolio Page, Handbooks</p> <p><b>From Interviews:</b></p> <p>Current candidates and graduates stated that they were very aware of program requirements through meetings with advisors and required TEWs throughout the program.</p> <p>Candidates felt very knowledgeable about expectations and many classes connected the Standards to the content and required students to connect their work to the appropriate standards. One candidate stated that “the classes have assignments that fit neatly into the Digication form.” Democracy class was cited as an example.</p> <p>TEWs were cited by current students, recent grads, and alums as very helpful.</p> <p><b>School Counseling Program:</b></p> <p><b>From IP:</b></p> <p>School Counseling website and Handbook.</p> <p><b>From interviews:</b></p> <p>Both students reported that information about the licensure process for the School Counseling endorsement was clear and that the steps/process was integrated into the internship seminar which meets bi-weekly.</p> <p>During an interview one student discussed the orientation process prior to the start of the program. During the orientation handbooks</p>	<p>Art - EE</p> <p>Dance - EE</p> <p>EIEd/SPED - EE</p> <p>MG-EE</p> <p>Music-EE</p> <p>PE - EE</p> <p>S.C. - SE</p> <p>Secondary - EE</p> <p>SpEd - EE</p> <p>Theater - EE</p>

	<p>were shared, along with reviewing the sequence of coursework and discussing the practicum and internship. The student felt that the information was very clear.</p> <p>One graduate shared that they received the wrong information initially from their advisor. The advisor was an adjunct faculty member for mental health.</p> <p>A graduate shared they had 5 advisors in their time in the program. The student reported there was a lot of turnover but that the adjunct faculty advisors were accessible.</p> <p>One recent graduate stated that they were aware of licensure requirements.</p>	
<p>2.3 – Programs regularly and systematically use data from the assessment measures to inform programmatic decisions.</p>	<p><b>For Education Department Programs:</b></p> <p><b>From IP:</b></p> <p>Exit interview example, Surveys, NVU program assessment requirements (new)</p> <p><b>From interviews:</b></p> <p>Per interview with licensure officer, the development of EDU Website was based on cooperating teacher and student feedback that forms were hard to find and keep track of.</p> <p>Per faculty, they have recently begun the work of internal program assessment for EDU and Counseling. Some effort was made to create an assessment of programs in 2017-2018 in which faculty used assessment to make programmatic decisions about specific assignments.</p> <p>NVU received a grant so that colleagues could assess education “core” courses.</p> <p>Creation of new General Science program based on enrollment data showing decline in Secondary science students—especially losing them ¾ of the way through the program. (not yet in place- need to go through admin approval process)</p> <p>Five-year VSC program assessment recently moved from inputs to outputs. Have put in place a yearly program assessment schedule.</p>	<p>Art - PE</p> <p>Dance - PE</p> <p>EEd/SPED - PE</p> <p>MG - PE</p> <p>Music - PE</p> <p>PE - PE</p> <p>S.C. - ME</p> <p>Secondary - PE</p> <p>SpEd - PE</p> <p>Theater - PE</p>

Every year there is a learning outcomes report, with subsequent year's expectations for updating curriculum plans and assessment plans and one goal from the PRCIP (Program Review Continuous Improvement Plan).

Internal program assessment of students having trouble with Praxis Core led to the creation of the Praxis Core Support Course (1 credit) EDU 2710 Reading, Writing, & Math for Educators.

Currently developing a series of Canvas Courses to accompany the TEWs so students can access materials for all TEWs instead of just the one they are enrolled in; this comes from feedback from students wanting more accessible information (which also spurred the development of new handbooks across all programs).

SEC/MID- In analyzing student unit and lesson plans, a faculty member realized that the equity and learner-centered considerations they discuss in class weren't showing up in candidates' lesson plans. In response, she redesigned the lesson plan template to include sections on equity considerations as well as learner-centered practices.

**Note:** There is much evidence for this indicator, but most of it, especially the parts relating to program changes made from data, are new initiatives. We feel confident that with these new protocols in place, the ratings for this indicator at your next review will likely be Satisfactory or Exemplary.

**School Counseling Program:**

**From IP:**

NVU program assessment requirements (new)

**From interviews:**

Faculty in the school counseling program shared that this is not a part of their current practice but it is a "work in progress." They reported that they do not have much data connected to their program and indicated it was an area of growth. An exit survey is sent to students once they complete the program but there is no follow up if the survey is not completed.

	<p>Students interviewed reported taking surveys from the university at the end of each class, but not program specific surveys.</p>	
<p>2.4 – Programs have made significant progress toward implementing their Seven-Year Plan and addressing the concerns noted in previous ROPA evaluations.</p>	<p><b>For Education Department Programs:</b></p> <p><b>From IP:</b></p> <p>Addition of Placement Coordinator and License Office Director positions.</p> <p>2019 Report on Progress Towards Meeting 2013 Goals This report indicates immediate attention to areas of concern and on-going work and changes to implement solutions towards all areas of need.</p> <p><b>Note:</b> As in 2.3 above, there are many new initiatives that have started recently that address some of the goals from the previous Seven-Year Plan. Once those are firmly in place, and assuming that NVU-J continues to be as responsive to meeting the concerns and goals as the current program administration has been over the last 1-2 years, we believe this indicator would be rated as exemplary.</p> <p><b>School Counseling Program:</b></p> <p><b>From IP:</b></p> <p>VLP Development, Advising checklists, School Counseling website, School Counseling Handbook</p> <p><b>From interviews:</b></p> <p>Faculty stated that the recent hiring of a new full- time school counseling faculty member who will begin on August 1 is a significant step forward in meeting a goal of the 2013 7-year plan.</p>	<p>Art - SE</p> <p>Dance - SE</p> <p>EIEd/SPED - SE</p> <p>MG - SE</p> <p>Music - SE</p> <p>PE - SE</p> <p>S.C. - PE</p> <p>Secondary - SE</p> <p>SpEd - SE</p> <p>Theater - SE</p>

**Commendations**

### **Teacher Education Programs:**

- Intentional mapping of assessments with Core Teaching Standards and endorsement competencies in the curriculum maps.
- Interviews showed candidates and alumni understood the procedural intent of instruction, practica, student teaching, and the VLP. Had a clear knowledge of what was expected due to advising and the Teacher Education Workshops.
- The recent development of the comprehensive program assessment process should lead to data that will inform programmatic improvement.
- There have been many positive changes in response to the 2013 ROPA Report.

### **School Counseling Program:**

- Program specific curriculum maps are thorough and show clear connection between standards, coursework and learning materials.
- In general handbooks communicate clear expectations and linked forms are helpful.
- The program addressed the most important stipulations and concerns from the 2013 ROPA Report.

## **Concerns**

### **Teacher Education Programs:**

- NVU-J has started the process of using surveys and other data to inform programmatic improvement, and this should continue.
- With full realization that things have been up-in-the-air for a variety of reasons at NVU, we are concerned with the apparent disconnect between the Education Department and the upper administration. One example of this is the reported delayed response regarding the proposed new Science Education program.

### **School Counseling Program:**

- The program is in need of additional administrative support; per the faculty, a graduate assistant would be able to help the program meet many of their needs.
- NVU-J has started the process of using surveys and other data to inform programmatic improvement, and this should continue.
- There should be more assessment of the internship experience.

## **Considerations for Further Program Development**

### **Teacher Education Programs:**

- The biggest recommendation from completers interviewed is to start VLP parts 1 and 3 earlier as well as introduce Digication earlier.



- Consider having a more comprehensive feedback form to use after all observations.

**School Counseling Program:**

- Consider introducing VLP parts 1 and 3 and Digication earlier in the process.
- Consider having a standardized feedback form to use after observations.
- Consider organizing completers who are working in the field into a support group for each other as well as a resource for current candidates.

**Standard 3: Field Experiences**

Provider and its PreK-12 partners collaborate to ensure high-quality field experiences where candidates demonstrate effective teaching and take responsibility for student learning.

Indicators	Evidence	Rating
<p><b>3.1</b> – Programs collaborate with their field partners to design, implement, and evaluate field experiences to ensure that candidates demonstrate effective teaching and support every student in meeting rigorous learning goals.</p>	<p><b>For Teacher Education Programs:</b></p> <p><b>From the IP:</b></p> <p>College supervisors participate in annual professional development</p> <p>Student teachers are evaluated twice per semester using the Lesson Observation Form, the PSDA, and the Evaluation Form.</p> <p>Practicum II Evaluation shows field partner input.</p> <p><b>From Interviews:</b></p> <p>Interviews with principal, alumni, current students and cooperating teachers suggest that candidates manage and support struggling learners. Good reports on candidates jumping in supporting students with special needs. Candidates know special education and use it within field work - positive responses to dual-certification.</p> <p>Principal noted that candidates are treated as first- year teachers. They work closely with Hannah Miller. Uses their first year evaluations cycle. Strong relationships between education faculty and cooperating teachers.</p> <p>Principal stated that candidates and graduates are prepared for workshop model, SEL curriculum, Responsive classroom; PBIS, MTSS.</p> <p><b>School Counseling Evidence</b></p> <p><b>From the IP:</b></p> <p>School Counseling Webpage</p>	<p>Art - SE</p> <p>Dance - SE</p> <p>EIEd/SPED - SE</p> <p>MG - SE</p> <p>Music - SE</p> <p>PE - SE</p> <p>S.C. - PE</p> <p>Secondary - SE</p> <p>SpEd - SE</p> <p>Theater - SE</p>

	<p>Forms: School Counseling Internship Placement Agreement Form; Midterm/final evaluations; School Counseling Internship Placement Verification Form</p> <p><b>From Interviews:</b></p> <p>Candidate shared that the internship supervisor did two site visits and a formal evaluation review. The student was observed providing individual counseling and small group work and shared that they received informal feedback about the observations. When asked if there was a formal feedback form the student said they did not receive one.</p> <p>The school counseling graduates shared that they both had provisional licensure and were working at the school where they were completing their internship. As a result they did not need support from the program for the placement process. One student shared that peers expressed not having a lot of support from the program for finding placement.</p> <p>Faculty shared that there is no placement coordinator for school counseling students who are seeking internships.</p> <p>Faculty member shared that they supervised 9 students this past school year.</p> <p>Faculty member stated there has been a significant increase in access to handbooks and forms on the website.</p>	
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<p><b>3.2 – Programs</b> collaborate with their field partners to ensure that candidates understand the expectations of the profession as well as the relevant laws and policies (e.g., school mentoring program, anti-bullying policies, teacher evaluation practices, personal learning plans, and school action plans.)</p>	<p><b>For Teacher Education Programs:</b></p> <p><b>From the IP:</b></p> <p>Syllabi, PSDA, Student Teaching Evaluation form</p> <p>Mock interviews with Student Teachers and Principals, and Teachers Teaching Teachers Event.</p> <p>EDU 2360 Discussion of AOE’s Best Practices for supporting transgender and non-binary students</p> <p><b>School Counseling Evidence</b></p> <p><b>From the IP:</b></p> <p>Syllabi- CSL 5140, Personal Growth Plan, VLPs, Internship Placement Agreement and Verification forms.</p> <p><b>From Interviews:</b></p> <p>Faculty stated that 4 of the adjunct faculty members are practicing school counselors and that other counselors or professionals are brought into classes as guest speakers.</p> <p>Faculty stated that Beth Walsh and VSAC come in to work with school counseling students on interview skills, resume building, and job search resources.</p> <p>A candidate shared that they were supposed to have someone come talk about interview skills and resumes but that it was cancelled due to COVID-19.</p>	<p>Art - PE</p> <p>Dance - PE</p> <p>EIEd/SPED - PE</p> <p>MG - PE</p> <p>Music - PE</p> <p>PE - PE</p> <p>S.C. - PE</p> <p>Secondary - PE</p> <p>SpEd - PE</p> <p>Theater - PE</p>
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<p><b>3.3 – Programs</b> collaborate with their field partners to ensure that candidates know when and how to access resources (e.g., special educators, related service providers and specialists) to address students’ needs.</p>	<p><b>For Teacher Education Programs:</b></p> <p><b>From the IP:</b></p> <p>Assignments in EDU 3440/EDU 6555 require students to utilize resources.</p> <p>Special education practices and procedures in EDU 4640/EDU 6730</p> <p>Mock interview protocol</p> <p><b>From Interviews:</b></p> <p>Principal and alumni stated that candidates come prepared to learn about resources necessary to address student needs.</p> <p>Cooperating teachers noted that informal conversations with candidates occur early in practica but no formal checklists exist so that candidates are assured that they know the resources necessary to address student needs.</p> <p><b>School Counseling Evidence</b></p> <p><b>From the IP:</b></p> <p>Course syllabi: CSL 5130/CSL 6110</p> <p>Practicum midterm/final evaluations</p>	<p>Art - PE</p> <p>Dance - PE</p> <p>EIEd/SPED - PE</p> <p>MG - PE</p> <p>Music - PE</p> <p>PE - PE</p> <p>S.C. - PE</p> <p>Secondary - PE</p> <p>SpEd - PE</p> <p>Theater - PE</p>
<p><b>3.4 – Candidates</b> complete a sequence of high-quality field experiences that represent the range of grade levels, content, and the requirements of the endorsement.</p>	<p><b>For Teacher Education Programs:</b></p> <p><b>From the IP:</b></p> <p>Tracking of field work placements through spreadsheets and application forms; course sequences intentionally schedule field experiences.</p> <p>From email from Hannah in response to question about field experiences for postbac SPED candidates:</p> <p>“Here is how it works for post-bac SPED students who (A) already have a license and just want to add the endorsement, or (B) are earning initial licensure.</p>	<p>Art - SE</p> <p>Dance - SE</p> <p>EIEd/SPED - EE</p> <p>MG - SE</p> <p>Music - SE</p> <p>PE - SE</p> <p>S.C. - SE</p> <p>Secondary - SE</p>

	<p>A</p> <p>Practicum 1: 60 hours as part of EDU 5021 Instructional Dynamics (Spring)</p> <p>Practicum 2: 60 hours as part of EDU 6730 Practices &amp; Procedures (Fall)</p> <p>Practicum 3: 60 hours as part of EDU 6465 Strategies to Promote Inclusive Practices (Spring)</p> <p>B</p> <p>Practicum 1: 60 hours as part of EDU 5021 Instructional Dynamics (Spring)</p> <p>Practicum 2: 60 hours as part of EDU 6730 Practices &amp; Procedures (Fall)</p> <p>Student Teaching: 600 hours as part of Student Teaching and EDU 6970 Capstone, which is taken at the same time as EDU 6465 Strategies to Promote Inclusive Practices (Spring)”</p> <p><b>From Interviews:</b></p> <p>Graduate stated of placement, “was just sent to placement and it happened to match. Overall, all felt supported.” Use informal processes to match students with placements.</p> <p>Graduates expressed appreciation for the number of field experiences and their variety. One interviewee called the experience “transformative.” Another said the experiences were meaningful and helped to see theory in action.</p> <p><b>School Counseling Evidence</b></p> <p><b>From the IP:</b></p> <p>CSL Fieldwork Verification Form, CSL 6720/6820 Internship, CSL 5810 Fieldwork</p>	<p>SpEd - SE</p> <p>Theater - SE</p>
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<p><b>3.5</b> – Programs provide candidates with a variety of high-quality field experiences with a diverse population of students and educators.</p>	<p><b>For Teacher Education Programs</b></p> <p><b>From the IP:</b></p> <p>Tracking of field work placements through spreadsheets, application forms, and fieldwork charts.</p> <p>Development of protocol for communicating with administrators and teachers regarding transgender and non-binary student teachers</p> <p><b>From Interviews:</b></p> <p>Alumni stated had a voice and choice in their field placements and each placement presented different experiences.</p> <p>Placement Coordinator stated candidates know that if they had a practicum in one school, they wouldn't be placed there for student teaching.</p> <p><b>School Counseling Evidence</b></p> <p><b>From the IP:</b></p> <p>CSL Fieldwork Verification Form, CSL 6720/6820 Internship, CSL 5810 Fieldwork</p> <p><b>From Interviews:</b></p> <p>Field placements for internships were just at one school, so not as many opportunities for diverse placements, but that is more the nature of the S.C. internship experience in general.</p>	<p>Art - SE</p> <p>Dance - SE</p> <p>EIEd/SPED - SE</p> <p>MG - SE</p> <p>Music - SE</p> <p>PE - SE</p> <p>S.C. - SE</p> <p>Secondary - SE</p> <p>SpEd - SE</p> <p>Theater - SE</p>
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### Commendations

#### Teacher Education Programs:

- Strong individual relationships with NVU faculty build on past connections with schools
- NVU Student Teacher Supervisors very well-regarded by the K-12 partners with whom they work
- Candidates felt supported and well-directed in their field experiences
- Although there is not always a diverse population for candidates to work with in the region, candidates reported feeling very well-prepared to work with diverse populations.

### **School Counseling Program:**

- The website has internship forms that are well-organized and easily accessible.

### **Concerns**

#### **Teacher Education Programs:**

- The observation of Student Teachers every ten days is happening, but the required feedback seems like it is often informal. There should be a more consistent feedback form that is used by all supervisors at the observations.
- Per Rule, “Cooperating educators have been trained by the teacher preparation program in the strategies and methods being taught in the EPP.” That is what is meant, at least in part, by ‘collaboration’ in this indicator. We do not see valid evidence of that type of collaboration taking place. The IP states that the main liaison with the schools is the placement coordinator. That infers that the main contact is primarily about making the placement, not collaborating to ensure the quality of the placement.

#### **School Counseling Program:**

- There should be data about school counseling candidate placements.
- In some cases when syllabus is plugged in as evidence the direct correlation of what that is supposed to be evidence for is not clear. There is input evidence but a lack of output evidence.
- A trend is appearing in the evidence that individuals in the school counseling program are not receiving the same types of opportunities as peers in the education program. Examples: Panels and local organizations attending class, mock interviews and Teachers teaching Teachers type events.
- Is there outcome data on school counseling placement data for field experiences? Are there spreadsheets tracking placement?
- Is there the opportunity for students to provide feedback on their placement experiences
- There is no outcome data related to the placements for school counseling candidates so there is no way to identify if the placements are “high quality field experiences with a diverse population of students and educators”.

### **Considerations for Further Program Development**

#### **Teacher Education Programs and School Counseling Program:**

- Consider continuing to grow opportunities for collaboration with the field such as the Mock Interviews and Teachers Teaching Teachers.
- Consider looking at YRBS data for the communities students are placed in to look at diversity beyond socioeconomic?





**Standard 4: Resources and Practices**

Provider ensures that programs and candidates have the resources to meet Vermont’s Core Teaching Standards as well as the endorsement requirements.

Indicators	Evidence	Rating
<p><b>4.1</b> – Provider’s policies and resources support faculty in scholarship, service, and teaching as well as in their efforts to collaborate with colleagues across the institution and in the field.</p>	<p><b>For Teacher Education Programs:</b></p>	Art - EE
	<p><b>From the IP:</b></p>	Dance - EE
	<p>Contract language supports scholarship and collaboration with colleagues across the field. Comprehensive contract that outlines information connected to a sabbatical. Agreement does not appear to address collaboration between colleagues. Faculty Development Grant provides faculty financial support in engaging professional development.</p>	EEd/SPED - EE
	MG - EE	
	Music - EE	
	PE - EE	
	<p>Much specific evidence that Education Dept. faculty are collaborating with colleagues in the field.</p>	S.C. - EE
	Secondary - EE	
	<p>Information received during review regarding collaboration with colleagues across the institution:</p>	SpEd - EE
	<ul style="list-style-type: none"> <li>● Kathleen Brinegar and Hannah Miller have both served as Faculty Assembly Vice Chair (on the Faculty Leadership Team);</li> <li>● Hannah Miller is currently part of a joint-campus Policy Alignment Committee that revises policies that need to change as a result of unification (and now COVID-19);</li> <li>● Rob Schulze has worked on various unification committees</li> <li>● Kathleen Brinegar and Hannah Miller both sit on the Interdisciplinary Studies Committee, which is the major that many Education students select if they are unable to pursue licensure due to Praxis or GPA issues.</li> <li>● David McGough was selected to serve on the institution’s NVUStrong Taskforce, which is currently developing ideas about the future of the institution;</li> </ul>	Theater - EE

- Kathleen Brinegar has served as Academic Dean, and currently oversees a 1.5 million dollar Title III grant and Project Assessment aimed to increase retention;
- Rob Schulze and Hannah Miller both sit on the president's Diversity & Inclusion Taskforce;
- The Education Department hosts a "Learning Community," which includes two gen-ed courses for first year students, and which involves collaboration with the office of first year experience.
- Our first two courses in the EDU sequence are included in the Gen Ed; Kathleen Brinegar is currently working on the application to make Contemporary School (the 3<sup>rd</sup> core course our students take) be "enriched" in the Social Justice in the Gen Ed.

Per interview with EDU faculty, the Center for Teaching and Learning is available for professional learning for faculty.

Five faculty members from NVU-J have served on ROPA teams since 2018.

#### **From Interviews:**

Content area faculty stressed the importance of education faculty as leaders in service to campus supporting their own development as educators.

Principal discussed consistent communication with the education faculty about teacher professional development.

Reviewer remarked on engagement with faculty members in professional development work in the reviewer's school district.

#### **School Counseling Evidence**

##### **From the IP:**

Contract language supports scholarship and collaboration with colleagues across the field. Comprehensive contract that outlines information connected to a sabbatical. Agreement does not appear to address collaboration between colleagues.

Faculty Development Grant provides faculty financial support in engaging professional development.

**From Interviews:**

In the faculty interview, it was shared that 4 adjunct professors are practicing school counselors, which is evidence of collaboration with professionals in the field.

**4.2** - Programs have the leadership, authority, budget, personnel, facilities, and technology necessary to meet approval standards and indicators.

**For Teacher Education Programs:**

**From the IP:**

Personnel - two new positions created (Licensure Officer & Placement Coordinator)

No evidence of budget allocations or budget process.

Technology list provided.

From the Student Teacher Handbook: Supervisors should be assigned an adequate workload for supervision amounting to, at most, a 3-credit course load.

Little evidence on facilities present or budget for maintaining and developing facilities.

**From Interviews:**

Faculty stated needs for a more streamlined process to bring in outside speakers and faculty lines necessary to maintain content area expertise. Faculty also noted pressures to maintain options for student content learning breadth when options for different courses are limited. Developing and maintaining all sciences content areas noted as a particular area of concern.

Expectations from faculty and administrators that the new evaluation system will support development of systems and data necessary for programmatic development.

Faculty discussion of McClelland as a center of student and faculty activity.

Art - PE

Dance - PE

EIEd/ SPED - PE

MG - PE

Music - PE

PE - PE

S.C. - PE

Secondary - PE

SpEd - PE

Theater - PE

## School Counseling Evidence

### From the IP:

Faculty position provided. Job description for new faculty member provided.

Student- teacher ratio is 12:1

### From Interviews:

Students and faculty remarked on the need for updated technology in key areas of the campus community.

Faculty said they all wear a lot of hats, and wished there were more of them.

Faculty noted that the part time position (Rebecca Pastor's position) should be a full time, salaried position and could integrate with the School Counselor program.

Difficult to bring outside speakers to campus. With Johnson relatively far from an urban center, speakers are necessary for cultural and academic development.

No compensation for School Counseling cooperating teachers.

**4.3** – Provider and programs recruit, admit, support, and retain candidates, faculty and cooperating teachers from diverse backgrounds.

### For Teacher Education Programs:

#### From the IP:

The NVU Strategic Plan includes initiatives to recruit, support, and sustain a more diverse student body. Strategic plan to address diversity issues especially Goal 2 of Transformative Student Experience.

Goal 3 of Strategic Plan incorporates steps to “Cultivate a culture of trust and understanding that celebrates differences and ensures mutual respect and safety for all members of the NVU community.”

Socioeconomic diversity: Trio program provides support to first generation students to help support them in successfully completing their program (51% qualify).

Art - EE

Dance - EE

EIEd/ SPED - EE

MG - EE

Music - EE

PE - EE

S.C. - EE

Secondary - EE

SpEd - EE

Theater - EE

Recognized as an LGBTQ friendly campus by the Campus Pride Index - Equity Advocates Initiative.

**From Interviews:**

Faculty and staff commended commitment to graduate education and recent hiring of needed positions.

Recommended additional hires to track graduates and to spread out the responsibilities. "Everyone wears a lot of hats."

From interviews with recent completers (both Graduate students) - they were both already working, one has a family and health issues, and the program was very accommodating to let them finish in their own time. One was a transfer student, and NVU accommodated being able to fit into the program.

**School Counseling Evidence**

**From the IP:**

The NVU Strategic Plan includes initiatives to recruit, support, and sustain a more diverse student body. Strategic plan to address diversity issues especially Goal 2 of Transformative Student Experience.

Goal 3 of Strategic Plan incorporates steps to "Cultivate a culture of trust and understanding that celebrates differences and ensures mutual respect and safety for all members of the NVU community."

Socioeconomic diversity: Trio program provides support to first generation students to help support them in successfully completing their program (51% qualify).

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**From Interviews:**

Faculty and staff commended commitment to graduate education and recent hiring of needed positions.

Recommended additional hires to track graduates and to spread out the responsibilities. "Everyone wears a lot of hats."

From interviews with recent completers (both Graduate students) - they were both already working, one has a family and health issues, and the program was very accommodating to let them finish in their own time. One was a transfer student, and NVU accommodated being able to fit into the program.

**4.4 Provider** demonstrates an overall effort to address community, local, regional, state and national needs for hard-to-staff schools and fields of teacher shortage.

**For Teacher Education Programs:**

Art - EE

**From the IP:**

Dance - EE

Offer licensure programs in Secondary Math and Music each of which was identified as a field of teacher shortage in 2018-2019.

EIEd/ SPED - EE

MG - EE

Serve primarily Lamoille, Franklin, Orleans, and Caledonia counties, each of which has pockets of relatively high percentages of students from low-income families.

Music - EE

PE - EE

Communication with district leaders about needs (NCSUVT) in special education

S.C. - EE

Secondary - EE

**From Interviews:**

SpEd - EE

Faculty remarked on the importance of SPED and School Counselor programs being offered outside of Chittenden County. Also remarked on the importance of general science program that has been proposed.

Theater - EE

Principals in the field report that NVU-J students come as leaders in the areas of Proficiency based grading, UDL, and have background in anti-racist equity issues.

Principal and graduates noted that NVU-J produces teachers for small, rural districts that are typically hard to staff.

**School Counseling Evidence**

**From the IP:**

Email communication from Principals about hard-to-staff schools and openings.

Offer licensure programs in School Counseling which was identified as a field of teacher shortage in 2018-2019.

**From Interviews:**

Graduates noted that NVU-J produces teachers for small, rural districts that are typically hard to staff.

**Commendations**

**Teacher Education Programs:**

- Strong evidence of support for social justice and equity work in community and institution.
- Strong evidence of support for rural and first generation students as well as students living with economic hardship.
- Faculty are leaders in their fields and within the institution.

**School Counseling Program:**

- New Full Time Faculty position with a focus in School Counseling important addition to the licensure programs at NVU-Johnson.

**Concerns**

**Teacher Education Programs:**

- Upkeep and support for facilities and technology across college.
- Support for content area depth and breadth of course offerings.

**School Counseling Program:**

- Support for coordinating placements in the school counseling program
- Faculty turnover has offered little opportunity to build momentum for program and set up systems of support

**Considerations for Further Program Development**



**Teacher Education Programs:**

- Support for course offerings, faculty lines in content area courses
- Maximize leadership of education faculty as leaders at NVU-Johnson while supporting their well-being and time capacity.

**School Counseling Program:**

- Provide training on VLP instruction to a broader range of school counseling faculty.
- Support and maintain faculty in the school counseling program. Differentiate school counseling program from mental health programs within and across courses.
- Financial stipends for school counseling cooperating teachers could be offered.